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**Please find below and/or attached an Office communication concerning this application or proceeding.**

The time period for reply, if any, is set in the attached communication.

# Office Action Summary

**Application No.**

09/974,515

**Applicant(s)**

SHELTON ET AL.

**Examiner**

William L. Bashore

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**-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --**  
**Period for Reply**

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE 3 MONTH(S) OR THIRTY (30) DAYS, WHICHEVER IS LONGER, FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133). Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

**Status**

- 1) ☒ Responsive to communication(s) filed on 06 February 2008.
- 2a) ☐ This action is **FINAL**. 2b) ☒ This action is non-final.
- 3) ☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

**Disposition of Claims**

- 4) ☒ Claim(s) 1-131 is/are pending in the application.
- 4a) Of the above claim(s) \_\_\_\_\_ is/are withdrawn from consideration.
- 5) ☒ Claim(s) 7-11 and 30-67 is/are allowed.
- 6) ☒ Claim(s) 1,2,4-6,12,14-29, 68-69, 71-90, 92-114, 116-131 is/are rejected.
- 7) ☒ Claim(s) 3,13,70,91 and 115 is/are objected to.
- 8) ☐ Claim(s) \_\_\_\_\_ are subject to restriction and/or election requirement.

**Application Papers**

- 9) ☐ The specification is objected to by the Examiner.
- 10) ☐ The drawing(s) filed on \_\_\_\_\_ is/are: a) ☐ accepted or b) ☐ objected to by the Examiner.
- Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).
- Replacement drawing sheet(s) including the correction is required if the drawing(s) is objected to. See 37 CFR 1.121(d).
- 11) ☐ The oath or declaration is objected to by the Examiner. Note the attached Office Action or form PTO-152.

**Priority under 35 U.S.C. § 119**

- 12) ☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).
- a) ☐ All b) ☐ Some \* c) ☐ None of:
1. ☐ Certified copies of the priority documents have been received.
  2. ☐ Certified copies of the priority documents have been received in Application No. \_\_\_\_\_.
  3. ☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

\* See the attached detailed Office action for a list of the certified copies not received.

**Attachment(s)**

- 1) ☐ Notice of References Cited (PTO-892)
- 2) ☐ Notice of Draftsperson's Patent Drawing Review (PTO-948)
- 3) ☐ Information Disclosure Statement(s) (PTO/SB/08)  
Paper No(s)/Mail Date \_\_\_\_\_
- 4) ☐ Interview Summary (PTO-413)  
Paper No(s)/Mail Date \_\_\_\_\_
- 5) ☐ Notice of Informal Patent Application
- 6) ☐ Other: \_\_\_\_\_

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### **DETAILED ACTION**

This action is responsive to communications: RCE filed 2/6/2008, to the application filed 10/9/2001.

Present case is a reissue of case 07/540,382, which is a continuation of case 07/322,740. IDS filed 10/9/2001.

Applicant claims priority to **3/13/1989**.

Claims 1-131 pending. Claim 132 has been canceled. Claims 1, 7, 30, 49, 68, 89, 114 are independent claims.

#### ***Continued Examination Under 37 CFR 1.114***

A request for continued examination under 37 CFR 1.114, including the fee set forth in 37 CFR 1.17(e), was filed in this application after final rejection. Since this application is eligible for continued examination under 37 CFR 1.114, and the fee set forth in 37 CFR 1.17(e) has been timely paid, the finality of the previous Office action has been withdrawn pursuant to 37 CFR 1.114. Applicant's submission filed on 2/6/2008 has been entered.

#### ***Allowable Subject Matter***

**Claims 7- 11, 30- 67 allowed.**

**Claims 3, 13, 70, 91, 115 are objected to** as being dependent upon a rejected base claim, but would be allowable if rewritten in independent form including all of the limitations of the base claim and any intervening claims.

#### ***Claim Rejections - 35 USC § 103***

**The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:**

(a) A patent may not be obtained though the invention is not identically disclosed or described as set forth in section 102 of this title, if the differences between the subject matter sought to be patented and the prior art are such that the subject matter as a whole would have been obvious at the time the invention was made to a person having ordinary skill in the art to which said subject matter pertains. Patentability shall not be negated by the manner in which the invention was made.

**Claims 1-2, 4-6, 12, 14-15, 17-29, 68-69, 71-72, 76-85, 86-90, 92-97, 101-111, 112-115, 116-117, 119-131 are rejected under 35 U.S.C. 103(a) as being unpatentable over Using 1-2-3 Special Edition (hereinafter Using 1-2-3), cited in Applicant's submitted IDS, in view of Cobb et al., Excel In Business (hereinafter Excel), 1985 The Cobb Group, Microsoft Press, pp. 39-40, 68-70, 284-288, and newly cited pages 661-662.**

**In regard to independent claim 1,** Using 1-2-3 teaches the claimed steps of:

*“entering a command...to display a form”*: Using 1-2-3's File Retrieve Instruction (see pp. 756-757).

*“obtaining an object list”*: Using 1-2-3's step of obtaining cell information, e.g. numbers, text and formulas (see p. 13).

*“assigning tiles to objects”*: Using 1-2-3's step of assigning a cell to the cell information (see p. 13).

*“displaying the tiles”*: Using 1-2-3's cell display (see pp. 13-15 and Figure 1.1).

It is noted that Using 1-2-3 does not specifically teach assigning a single tile to a group of objects and assigning a single tile to an individual object. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to have employed such “assignments”, since Using 1-2-3 provides assignments which are at least suggestive of the claimed assignments. For example, Using 1-2-3's assignment of +A1+B1 to cell C1 (see p. 16) is the assignment of A1 (object #1) and B1 (object #2) to single cell (“tile”) D1. Therefore, Using 1-2-3 renders the claimed “tile assignments” obvious, when the term “object” is given its broadest reasonable interpretation.

Using 1-2-3 does not specifically teach *“in response to said command, said processing means, automatically assigning...”*. However, Excel teaches importing a spreadsheet file from another type spreadsheet application into Excel. Pursuant to an Open command, the file is selected and convert said file to an Excel spreadsheet. It is noted that values and labels in one worksheet will be converted into numbers and text values. Because one is importing into an Excel spreadsheet, Excel will assign tiles to the imported objects and data accordingly (Excel pages 661-662). It would have been obvious to one of ordinary skill in the art at the time of the

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invention to apply Excel's importing feature to Using 1-2-3, providing the latter of a way to convert (i.e. assign tiles, etc.) to objects and data from incoming data objects, so as to maintain originality and compatability.

**In regard to dependent claim 2**, it is noted that Using 1-2-3 does not specifically teach the claimed steps of "moving", "drawing", and "repeating". However, it would have been obvious to one of ordinary skill in the art at the time of the invention to perform such "steps" since Using 1-2-3 teaches a display (see p. 49, Figure 2.6), which is generated in a functionally equivalent manner. Therefore, It would have been obvious to one of ordinary skill in the art at the time of the invention to form a system upon which claim 2 reads.

**Regarding dependent claim 4**, Using 1-2-3 teaches the claimed text region and data region. For example, if cell C1 contains "ALPHA + 100", the region of the cell containing the variable name ALPHA is the "text region", while the region of the cell containing the value 100 is the "data region". Therefore, Using 1-2-3 teaches the claimed "regions".

**In regard to dependent claim 5**, Using 1-2-3 teaches the claimed:

- "physical size": Using 1-2-3's width (see p. 19).
- "display rule": Using 1-2-3's cell format (see p. 13).
- "access table": Using 1-2-3's password function (see pp. 22-23).
- "tile name": Using 1-2-3's row-column name (see p. 13).

It is noted that Using 1-2-3 does not specifically teach storage of "time entries". However, it would have been obvious to one of ordinary skill in the art at the time of the invention to provide such a feature, since Using 1-2-3 teaches date and time functions (see p. 18) which permits the capture of the current date and time from the system clock. Therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to have formed a system upon which claim 5 reads.

**In regard to dependent claim 6**, it is noted that Using 1-2-3 does not explicitly teach "displaying a pop up menu" corresponding to a region of a tile. However, it would have been obvious to one of ordinary skill in the art at

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the time of the invention to provide a pop-up menu, since Using 1-2-3 teaches the display of related data in a pop-up control panel upon the selection of a cell (see pp. 49-50). Furthermore, it should be noted that it is common knowledge to the skilled artisan to provide pop-up menus to enhance the user-friendliness of the user interface. In fact, Using 1-2-3 discusses the use of supplementary software programs which can be added to Using 1-2-3 to improve said user-friendliness (e.g. pop-up notepad windows) (see pp. 33-35). Therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to form a system upon which claim 6 reads.

**In regard to dependent claim 12**, Using 1-2-3 teaches hiding columns (e.g. cells or “tiles”) in a spreadsheet (see p. 101), providing reasonable suggestion to one of ordinary skill in the art at the time of the invention to refrain from displaying a column (e.g. tile(s) without any objects), providing the benefit of compacting a spreadsheet accordingly.

**In regard to dependent claim 14**, Using 1-2-3 teaches a keyboard (see p. 29 – at middle “1-2-3 uses virtually every key on the PC’s keyboard”).

**In regard to dependent claim 15**, Using 1-2-3 teaches text (see p. 98 Figure 4.18).

**In regard to dependent claim 17**, Using 1-2-3 does not specifically teach tiles as windows. However, Excel teaches a cell that is used for both display of data, and for inserting/editing data (a form of window) (Excel p. 40 – bottom half). It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel to Using 1-2-3, providing Using 1-2-3 the benefit of using cells (tiles) as windows for ease of use.

**In regard to dependent claim 18**, Using 1-2-3 teaches the IBM PC, as well as a color/monochrome monitor (see pp. 29-30). It was well known to one of ordinary skill in the art at the time of the invention that PCs typically comprised monitors which were/are forms of cathode ray tubes.

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**In regard to dependent claim 19**, Using 1-2-3 teaches the shape of the overall displayed spreadsheet is at least dependent upon the conglomeration of each individual cell (tile) shape. Columns of tiles not displayed also influence the final spreadsheet shape (see p. 101 Figure at top of page, also section “Hiding Columns”).

**In regard to dependent claim 20**, Using 1-2-3 teaches individual cell (tile) shapes displayed accordingly, each rectangular in shape with selected widths, etc. (see p. 101).

**In regard to dependent claim 21**, Using 1-2-3 teaches tiles referenced by letters and numbers (see p. 101 – Figure at top of page).

**In regard to dependent claim 22**, Using 1-2-3 teaches editing data in a worksheet (see pp. 66-67). As Using 1-2-3 changes to EDIT mode, the contents of a cell is duplicated in the control panel for editing. Since Using 1-2-3 teaches editing of one cell at a time (see p. 67 at bottom), this provides reasonable suggestion to the skilled artisan at the time of the invention to apply editing of one cell while blocking editing of all other cells at the same time, so as to prevent conflicts.

**In regard to dependent claims 23, 24**, Using 1-2-3 teaches the claimed: “access table”: Using 1-2-3’s password function, which logs a user accordingly (see pp. 22-23).

It is noted that Using 1-2-3 does not specifically teach storage of recording a time of entry. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to provide such a feature, since Using 1-2-3 teaches date and time functions (see p. 18) which permits the capture of the current date and time from the system clock. Therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to have formed a system upon which claim 24 reads.

**In regard to dependent claim 25**, Using 1-2-3 teaches changing a formula within a cell (see p. 67 – at bottom). It is noted that the editing of said formula results in a mixture of new and original data (e.g. D4 is changed to C4, all else is original).

**In regard to dependent claim 26,** Using 1-2-3 teaches an insertion point for editing original input (see p. 68). It is noted that Using 1-2-3 teaches a cursor position insert mode in the form of a marker (an under-score). As a new character is entered in EDIT mode (the letter "C"), said new letter is normally inserted to the left of the cursor, therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to differentiate between original data, and new data to be added, via knowledge of the tracking position of the taught cursor marker, providing the benefit of concise editing.

**In regard to dependent claim 27,** Using 1-2-3 does not specifically teach integrity checks of ranges. However, Excel teaches displaying error values associated with formula errors etc. (Excel pp. 68-70). It is noted that Excel page 70 (top half) teaches errors relating to ranges. It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel's error checking to Using 1-2-3's error reporting, providing Using 1-2-3 the benefit of range checking, ensuring error-free spreadsheets.

**In regard to dependent claim 28,** Using 1-2-3 teaches a control panel showing three lines to help a user as said user edits a cell accordingly (see pp. 49-51). In addition, since Using 1-2-3 possesses the capability of saving, copying, editing, etc. these features are made available to the user as said user targets a cell accordingly, therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to provide said capability to each cell for better organization of a spreadsheet (see also pp. 66-68).

**In regard to dependent claim 29,** Using 1-2-3 teaches editing data (making an entry) in a cell of a spreadsheet (see pp. 66-68).

**In regard to independent claim 68,** Using 1-2-3 teaches the claimed steps of:  
"entering a command...to display a form": Using 1-2-3's File Retrieve Instruction (see pp. 756-757).  
"obtaining an object list": Using 1-2-3's step of obtaining cell information, e.g. numbers, text and formulas (see p. 13).



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*“assigning tiles to objects”*: Using 1-2-3’s step of assigning a cell to the cell information (see p. 13).

*“displaying the tiles”*: Using 1-2-3’s cell display (see pp. 13-15 and Figure 1.1).

It is noted that Using 1-2-3 does not specifically teach assigning a single tile to a group of objects and assigning a single tile to an individual object. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to have employed such “assignments”, since Using 1-2-3 provides assignments which are at least suggestive of the claimed assignments. For example, Using 1-2-3’s assignment of +A1+B1 to cell C1 (see p. 16) is the assignment of A1 (object #1) and B1 (object #2) to single cell (“title”) D1. Therefore, Using 1-2-3 renders the claimed “title assignments” obvious, when the term “object” is given its broadest reasonable interpretation.

Using 1-2-3 does not specifically teach an object that is not part of said group of objects is associated with a second tile. However, Excel teaches linking multiple active worksheets by referencing the second worksheet name in a cell formula, both worksheet displayed accordingly (Excel pp. 284-286, Figures 8-28, 8-29). It is noted that Excel p.285 teaches “LinkTest2!”, which can be fairly interpreted as an object in an object list, but not part of a first group of objects. LinkTest! is associated in another cell (tile) and references data objects etc. from another spreadsheet accordingly. It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel to Using 1-2-3, providing Using 1-2-3 the benefit of linking multiple spreadsheet forms, facilitating analysis of a greater range of data.

Using 1-2-3 does not specifically teach *“in response to said command, said processing means, automatically assigning...”*. However, Excel teaches importing a spreadsheet file from another type spreadsheet application into Excel. Pursuant to an Open command, the file is selected and convert said file to an Excel spreadsheet. It is noted that values and labels in one worksheet will be converted into numbers and text values. Because one is importing into an Excel spreadsheet, Excel will assign tiles to the imported objects and data accordingly (Excel pages 661-662). It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel’s importing feature to Using 1-2-3, providing the latter of a way to convert (i.e. assign tiles, etc.) to objects and data from incoming data objects, so as to maintain originality and compatibility.

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**In regard to dependent claim 69**, Using 1-2-3 does not specifically teach an object that is not part of said group of objects is associated with a second tile. However, Excel teaches linking multiple active worksheets by referencing the second worksheet name in a cell formula, both worksheets displayed accordingly (Excel pp. 284-286, Figures 8-28, 8-29). It is noted that Excel p.285 teaches "LinkTest!", which can be fairly interpreted as an object in an object list, but not part of a first group of objects. LinkTest! is associated in another cell (tile) and references data objects etc. from another spreadsheet accordingly. It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel to Using 1-2-3, providing Using 1-2-3 the benefit of linking multiple spreadsheet forms, facilitating analysis of a greater range of data.

**In regard to dependent claims 71-72, 76-85, 86-88**, said claims reflect the methods comprising computer readable steps used for implementing the system as claimed in claims 12, 14-15, 17-26, 27-29, and are rejected along the same rationale.

**In regard to independent claim 89**, Using 1-2-3 teaches the claimed steps of:  
"entering a command...to display a form": Using 1-2-3's File Retrieve Instruction (see pp. 756-757).

"obtaining an object list": Using 1-2-3's step of obtaining cell information, e.g. numbers, text and formulas (see p. 13).

"assigning tiles to objects": Using 1-2-3's step of assigning a cell to the cell information (see p. 13).

"displaying the tiles": Using 1-2-3's cell display (see pp. 13-15 and Figure 1.1).

It is noted that Using 1-2-3 does not specifically teach assigning a single tile to a group of objects and assigning a single tile to an individual object. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to have employed such "assignments", since Using 1-2-3 provides assignments which are at least suggestive of the claimed assignments. For example, Using 1-2-3's assignment of +A1+B1 to cell C1 (see p. 16) is the assignment of A1 (object #1) and B1 (object #2) to single cell ("title") D1. Therefore, Using 1-2-3 renders the claimed "title assignments" obvious, when the term "object" is given its broadest reasonable interpretation.

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Using 1-2-3 does not specifically teach “*in response to said command, said processing means, automatically assigning...*”. However, Excel teaches importing a spreadsheet file from another type spreadsheet application into Excel. Pursuant to an Open command, the file is selected and convert said file to an Excel spreadsheet. It is noted that values and labels in one worksheet will be converted into numbers and text values. Because one is importing into an Excel spreadsheet, Excel will assign tiles to the imported objects and data accordingly (Excel pages 661-662). It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel’s importing feature to Using 1-2-3, providing the latter of a way to convert (i.e. assign tiles, etc.) to objects and data from incoming data objects, so as to maintain originality and compatability.

**In regard to dependent claim 90**, it is noted that Using 1-2-3 does not specifically teach the claimed steps of “moving”, “drawing”, and “repeating”. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to perform such “steps” since Using 1-2-3 teaches a display (see p. 49, Figure 2.6), which is generated in a functionally equivalent manner. Therefore, It would have been obvious to one of ordinary skill in the art at the time of the invention to form a system upon which claim 90 reads.

**Regarding dependent claim 92**, Using 1-2-3 teaches the claimed text region and data region. For example, if cell C1 contains “ALPHA + 100”, the region of the cell containing the variable name ALPHA is the “text region”, while the region of the cell containing the value 100 is the “data region”. Therefore, Using 1-2-3 teaches the claimed “regions”.

**In regard to dependent claim 93**, Using 1-2-3 teaches the claimed:

- “physical size”: Using 1-2-3’s width (see p. 19).
- “display rule”: Using 1-2-3’s cell format (see p. 13).
- “access table”: Using 1-2-3’s password function (see pp. 22-23).
- “tile name”: Using 1-2-3’s row-column name (see p. 13).

It is noted that Using 1-2-3 does not specifically teach storage of “time entries”. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to provide such a feature, since Using 1-

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2-3 teaches date and time functions (see p. 18) which permits the capture of the current date and time from the system clock. Therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to have formed a system upon which claim 93 reads.

**In regard to dependent claim 94**, it is noted that Using 1-2-3 does not explicitly teach “displaying a pop up menu” corresponding to a region of a tile. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to provide a pop-up menu, since Using 1-2-3 teaches the display of related data in a pop-up control panel upon the selection of a cell (see pp. 49-50). Furthermore, it should be noted that it is common knowledge to the skilled artisan to provide pop-up menus to enhance the user-friendliness of the user interface. In fact, Using 1-2-3 discusses the use of supplementary software programs which can be added to Using 1-2-3 to improve said user-friendliness (e.g. pop-up notepad windows) (see pp. 33-35). Therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to form a system upon which claim 94 reads.

**In regard to dependent claim 95**, Using 1-2-3 teaches hiding columns (e.g. cells or “tiles”) in a spreadsheet (see p. 101), providing reasonable suggestion to one of ordinary skill in the art at the time of the invention to refrain from displaying a column (e.g. tile(s) without any objects), providing the benefit of compacting a spreadsheet accordingly.

**In regard to dependent claim 96**, Using 1-2-3 teaches a keyboard (see p. 29 – at middle “1-2-3 uses virtually every key on the PC’s keyboard”).

**In regard to dependent claim 97**, Using 1-2-3 teaches text (see p. 98 Figure 4.18).

**In regard to dependent claim 101**, Using 1-2-3 does not specifically teach tiles as windows. However, Excel teaches a cell that is used for both display of data, and for inserting/editing data (a form of window) (Excel p. 40 – bottom half). It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel to Using 1-2-3, providing Using 1-2-3 the benefit of using cells (tiles) as windows for ease of use.

**In regard to dependent claim 102**, Using 1-2-3 teaches the IBM PC, as well as a color/monochrome monitor (see pp. 29-30). It was well known to one of ordinary skill in the art at the time of the invention that PCs typically comprised monitors which were/are forms of cathode ray tubes.

**In regard to dependent claim 103**, Using 1-2-3 teaches the shape of the overall displayed spreadsheet is at least dependent upon the conglomeration of each individual cell (tile) shape. Columns of tiles not displayed also influence the final spreadsheet shape (see p. 101 Figure at top of page, also section “Hiding Columns”).

**In regard to dependent claim 104**, Using 1-2-3 teaches individual cell (tile) shapes displayed accordingly, each rectangular in shape with selected widths, etc. (see p. 101).

**In regard to dependent claim 105**, Using 1-2-3 teaches tiles referenced by letters and numbers (see p. 101 – Figure at top of page).

**In regard to dependent claim 106**, Using 1-2-3 teaches editing data in a worksheet (see pp. 66-67). As Using 1-2-3 changes to EDIT mode, the contents of a cell is duplicated in the control panel for editing. Since Using 1-2-3 teaches editing of one cell at a time (see p. 67 at bottom), this provides reasonable suggestion to the skilled artisan at the time of the invention to apply editing of one cell while blocking editing of all other cells at the same time, so as to prevent conflicts.

**In regard to dependent claims 107, 108**, Using 1-2-3 teaches the claimed: “access table”: Using 1-2-3’s password function, which logs a user accordingly (see pp. 22-23).

It is noted that Using 1-2-3 does not specifically teach storage of recording a time of entry. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to provide such a feature, since Using 1-2-3 teaches date and time functions (see p. 18) which permits the capture of the current date and time

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from the system clock. Therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to have formed a system upon which claim 108 reads.

**In regard to dependent claim 109**, Using 1-2-3 teaches changing a formula within a cell (see p. 67 – at bottom). It is noted that the editing of said formula results in a mixture of new and original data (e.g. D4 is changed to C4, all else is original).

**In regard to dependent claim 110**, Using 1-2-3 teaches an insertion point for editing original input (see p. 68). It is noted that Using 1-2-3 teaches a cursor position insert mode in the form of a marker (an under-score). As a new character is entered in EDIT mode (the letter “C”), said new letter is normally inserted to the left of the cursor, therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to differentiate between original data, and new data to be added, via knowledge of the tracking position of the taught cursor marker, providing the benefit of concise editing.

**In regard to dependent claim 111**, Using 1-2-3 does not specifically teach integrity checks of ranges. However, Excel teaches displaying error values associated with formula errors etc. (Excel pp. 68-70). It is noted that Excel page 70 (top half) teaches errors relating to ranges. It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel’s error checking to Using 1-2-3’s error reporting, providing Using 1-2-3 the benefit of range checking, ensuring error-free spreadsheets.

**In regard to dependent claim 112**, Using 1-2-3 teaches a control panel showing three lines to help a user as said user edits a cell accordingly (see pp. 49-51). In addition, since Using 1-2-3 possesses the capability of saving, copying, editing, etc. these features are made available to the user as said user targets a cell accordingly, therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to provide said capability to each cell for better organization of a spreadsheet (see also pp. 66-68).

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**In regard to dependent claim 113**, Using 1-2-3 teaches editing data (making an entry) in a cell of a spreadsheet (see pp. 66-68).

**In regard to independent claim 114**, Using 1-2-3 teaches the claimed steps of:  
“entering a command...to display a form”: Using 1-2-3’s File Retrieve Instruction (see pp. 756-757).

“obtaining an object list”: Using 1-2-3’s step of obtaining cell information, e.g. numbers, text and formulas (see p. 13).

“assigning tiles to objects”: Using 1-2-3’s step of assigning a cell to the cell information (see p. 13).

“displaying the tiles”: Using 1-2-3’s cell display (see pp. 13-15 and Figure 1.1).

It is noted that Using 1-2-3 does not specifically teach assigning a single tile to a group of objects and assigning a single tile to an individual object. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to have employed such “assignments”, since Using 1-2-3 provides assignments which are at least suggestive of the claimed assignments. For example, Using 1-2-3’s assignment of +A1+B1 to cell C1 (see p. 16) is the assignment of A1 (object #1) and B1 (object #2) to single cell (“title”) D1. Therefore, Using 1-2-3 renders the claimed “title assignments” obvious, when the term “object” is given its broadest reasonable interpretation.

Using 1-2-3 does not specifically teach “in response to said command, said processing means, automatically assigning...”. However, Excel teaches importing a spreadsheet file from another type spreadsheet application into Excel. Pursuant to an Open command, the file is selected and convert said file to an Excel spreadsheet. It is noted that values and labels in one worksheet will be converted into numbers and text values. Because one is importing into an Excel spreadsheet, Excel will assign tiles to the imported objects and data accordingly (Excel pages 661-662). It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel’s importing feature to Using 1-2-3, providing the latter of a way to convert (i.e. assign tiles, etc.) to objects and data from incoming data objects, so as to maintain originality and compatibility.

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**In regard to dependent claim 115**, Using 1-2-3 teaches hiding columns (e.g. cells or “tiles”) in a spreadsheet (see p. 101), providing reasonable suggestion to one of ordinary skill in the art at the time of the invention to refrain from displaying a column (e.g. tile(s) without any objects), providing the benefit of compacting a spreadsheet accordingly.

**In regard to dependent claim 116**, Using 1-2-3 teaches a keyboard (see p. 29 – at middle “1-2-3 uses virtually every key on the PC’s keyboard”).

**In regard to dependent claim 117**, Using 1-2-3 teaches text (see p. 98 Figure 4.18).

**In regard to dependent claim 119**, Using 1-2-3 does not specifically teach tiles as windows. However, Excel teaches a cell that is used for both display of data, and for inserting/editing data (a form of window) (Excel p. 40 – bottom half). It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel to Using 1-2-3, providing Using 1-2-3 the benefit of using cells (tiles) as windows for ease of use.

**In regard to dependent claim 120**, Using 1-2-3 teaches the IBM PC, as well as a color/monochrome monitor (see pp. 29-30). It was well known to one of ordinary skill in the art at the time of the invention that PCs typically comprised monitors which were/are forms of cathode ray tubes.

**In regard to dependent claim 121**, Using 1-2-3 teaches the shape of the overall displayed spreadsheet is at least dependent upon the conglomeration of each individual cell (tile) shape. Columns of tiles not displayed also influence the final spreadsheet shape (see p. 101 Figure at top of page, also section “Hiding Columns”).

**In regard to dependent claim 122**, Using 1-2-3 teaches individual cell (tile) shapes displayed accordingly, each rectangular in shape with selected widths, etc. (see p. 101).



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**In regard to dependent claim 123**, Using 1-2-3 teaches tiles referenced by letters and numbers (see p. 101 – Figure at top of page).

**In regard to dependent claim 124**, Using 1-2-3 teaches editing data in a worksheet (see pp. 66-67). As Using 1-2-3 changes to EDIT mode, the contents of a cell is duplicated in the control panel for editing. Since Using 1-2-3 teaches editing of one cell at a time (see p. 67 at bottom), this provides reasonable suggestion to the skilled artisan at the time of the invention to apply editing of one cell while blocking editing of all other cells at the same time, so as to prevent conflicts.

**In regard to dependent claims 125, 126**, Using 1-2-3 teaches the claimed: “access table”: Using 1-2-3’s password function, which logs a user accordingly (see pp. 22-23).

It is noted that Using 1-2-3 does not specifically teach storage of recording a time of entry. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to provide such a feature, since Using 1-2-3 teaches date and time functions (see p. 18) which permits the capture of the current date and time from the system clock. Therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to have formed a system upon which claim 126 reads.

**In regard to dependent claim 127**, Using 1-2-3 teaches changing a formula within a cell (see p. 67 – at bottom). It is noted that the editing of said formula results in a mixture of new and original data (e.g. D4 is changed to C4, all else is original).

**In regard to dependent claim 128**, Using 1-2-3 teaches an insertion point for editing original input (see p. 68). It is noted that Using 1-2-3 teaches a cursor position insert mode in the form of a marker (an under-score). As a new character is entered in EDIT mode (the letter “C”), said new letter is normally inserted to the left of the cursor, therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to differentiate between original data, and new data to be added, via knowledge of the tracking position of the taught cursor marker, providing the benefit of concise editing.

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**In regard to dependent claim 129**, Using 1-2-3 does not specifically teach integrity checks of ranges. However, Excel teaches displaying error values associated with formula errors etc. (Excel pp. 68-70). It is noted that Excel page 70 (top half) teaches errors relating to ranges. It would have been obvious to one of ordinary skill in the art at the time of the invention to apply Excel's error checking to Using 1-2-3's error reporting, providing Using 1-2-3 the benefit of range checking, ensuring error-free spreadsheets.

**In regard to dependent claim 130**, Using 1-2-3 teaches a control panel showing three lines to help a user as said user edits a cell accordingly (see pp. 49-51). In addition, since Using 1-2-3 possesses the capability of saving, copying, editing, etc. these features are made available to the user as said user targets a cell accordingly, therefore, it would have been obvious to one of ordinary skill in the art at the time of the invention to provide said capability to each cell for better organization of a spreadsheet (see also pp. 66-68).

**In regard to dependent claim 131**, Using 1-2-3 teaches editing data (making an entry) in a cell of a spreadsheet (see pp. 66-68).

**Claims 16, 73-75, 98-100, 118 are rejected under 35 U.S.C. 103(a) as being unpatentable over Using 1-2-3 Special Edition (hereinafter Using 1-2-3), cited in Applicant's submitted IDS, in view of Cobb et al., Excel In Business (hereinafter Excel), 1985 The Cobb Group, Microsoft Press, pp. 39-40, 68-70, 284-288, and further in view of McDonald et al. (hereinafter McDonald), The Benefits of Automated Medical Record Systems For Ambulatory Care, Tenth Annual Symposium on Computer Applications in Medical Care, 1986, pp. 157-171 (cited in Applicant's submitted IDS).**

**In regard to dependent claim 16, 98-100, 118**, Using 1-2-3 does not specifically teach blood pressure, vital signs, and lab information. However, McDonald teaches an automated record system for medical care, whereby blood pressure (a vital sign), along with other lab data, are stored, retrieved, and displayed as a table (McDonald p.

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159 – near bottom of figure “VITALS”). It would have been obvious to one of ordinary skill in the art at the time of the invention to apply the lab and blood pressure records to Using 1-2-3’s table display, providing Using 1-2-3’s spreadsheet the benefit of McDonald’s data for more accurate record manipulation, searching, and displaying.

**In regard to dependent claim 73-75**, Using 1-2-3 does not specifically teach blood pressure, vital signs, and lab information. However, McDonald teaches an automated record system for medical care, whereby blood pressure (a vital sign), along with other lab data, are stored, retrieved, and displayed as a table (McDonald p. 159 – near bottom of figure “VITALS”). It would have been obvious to one of ordinary skill in the art at the time of the invention to apply the lab and blood pressure records to Using 1-2-3’s table display, providing Using 1-2-3’s spreadsheet the benefit of McDonald’s data for more accurate record manipulation, searching, and displaying.

### ***Response to Arguments***

Applicant’s arguments filed February 6, 2008 have been fully and carefully considered but they are not persuasive.

Applicant argues that Using 1-2-3 does not teach “in response to said command, automatically assigning...”. Applicant also asserts that the art of record does not teach an object list, assigning a single tile to a group and assigning a single tile to an individual object. The examiner respectfully disagrees. Using 1-2-3 teaches “entering a command...to display a form”: Using 1-2-3’s File Retrieve Instruction (see pp. 756-757); “obtaining an object list”: Using 1-2-3’s step of obtaining cell information, e.g. numbers, text and formulas (see p. 13), “assigning tiles to objects”: Using 1-2-3’s step of assigning a cell to the cell information (see p. 13), and “displaying the tiles”: Using 1-2-3’s cell display (see pp. 13-15 and Figure 1.1). Using 1-2-3 does not specifically teach assigning a single tile to a group of objects and assigning a single tile to an individual object. However, it would have been obvious to one of ordinary skill in the art at the time of the invention to have employed such “assignments”, since Using 1-2-3 provides assignments which are at least suggestive of the claimed assignments. For example, Using 1-2-3’s assignment of +A1+B1 to cell C1 (see p. 16) is the assignment of A1 (object #1) and B1 (object #2) to single cell (“tile”) D1. Therefore, Using 1-2-3 renders the claimed “title assignments” obvious, when the term “object” is given its broadest reasonable interpretation.

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In addition, as was stated in the instant rejection, Using 1-2-3 does not specifically teach “*in response to said command, said processing means, automatically assigning...*”. However, Excel teaches importing a spreadsheet file from another type spreadsheet application into Excel. Pursuant to an Open command, the file is selected and convert said file to an Excel spreadsheet. It is noted that values and labels in one worksheet will be converted into numbers and text values. Because one is importing into an Excel spreadsheet, Excel will assign tiles to the imported objects and data accordingly (Excel pages 661-662).

### ***Conclusion***

Any inquiry concerning this communication or earlier communications from the examiner should be directed to William L. Bashore whose telephone number is (571)272-4088. The examiner can normally be reached on 9:00 am - 5:30 pm EST.

If attempts to reach the examiner by telephone are unsuccessful, the examiner's supervisor, William L. Bashore can be reached on (571) 272-4088. The fax phone number for the organization where this application or proceeding is assigned is 571-273-8300.

Information regarding the status of an application may be obtained from the Patent Application Information Retrieval (PAIR) system. Status information for published applications may be obtained from either Private PAIR or Public PAIR. Status information for unpublished applications is available through Private PAIR only. For more information about the PAIR system, see <http://pair-direct.uspto.gov>. Should you have questions on access to the Private PAIR system, contact the Electronic Business Center (EBC) at 866-217-9197 (toll-free). If you would like assistance from a USPTO Customer Service Representative or access to the automated information system, call 800-786-9199 (IN USA OR CANADA) or 571-272-1000.

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